

DJS POSITIVE BEHAVIOUR POLICY

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| Responsibility for Document: | HT/SLT |
| Approved Date: | Spring 2020 |
| Review Date: | Spring 2022 |

This policy is to be read in conjunction with the Governing Body Written Statement of Behaviour Principles, Mission Statement and Teaching and Learning Policy as together they establish the general ethos of the school. Please also refer to the Home/School Agreement, and our policy on Special Educational Needs and Disability, and Anti-bullying Policy.

At Denmead Junior we strive to create a growth mind-set for learning and life for all our children by using growth mind-set language and behaviours. This encompasses all interactions, between pupils and staff, amongst staff and amongst pupils. In addition we promote the Learning Powers of resilience, reflection (to self-improve), co-operation, curiosity and concentration. In everything that we strive to do and the way that we do it, we promote, model and teach the children the values of Friendship, Understanding, and PRIDE (Positivity, Respect, Inspiration, Determination and Excellence).

Introduction

This policy follows the government guidelines set out in:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> and acknowledges the legal duties of the Equality Act 2010.

Denmead Junior School believes that good behaviour is essential in maintaining a secure, safe and happy school. We acknowledge that good behaviour and the development of personal and social skills have an enormous impact on children's learning in all other areas. All members of staff are committed to creating a calm and safe learning environment in which each child is able to develop their skills, talents and experience success.

Pupils have the right to learn in a classroom free from disruptive behaviour, to know what is expected of them and to receive positive recognition and support. They have the responsibility to follow school and class charters for behaviour and learning and not to disrupt the learning and safety of others.

All staff have the right to work in an environment where they are treated with respect by pupils and parents, and the responsibility to effectively manage disruptive behaviour and maintain positive relationships.

In keeping with the principle of inclusion, we believe that there must be an acceptance by both staff and pupils that every child is different.

AIMS of this policy

- Promote high standards of behaviour across the school and provide a consistent approach to effective behaviour management.

- Promote teamwork and a sense of belonging through class and playtime charters and shared expectations of behaviour.
- Communicate the schools' procedures regarding behaviour to parents, staff, pupils and governors.
- Ensure that our approach to behaviour management is firm, fair, easy to understand and implement.
- Ensure that all staff understand their responsibilities in managing behaviour and follow the schools' procedures appropriately.
- Promote the rights and responsibilities of pupils and staff.
- Promote Restorative Justice approaches to investigate and resolve behaviour incidents between children.
- Promote effective sharing of information to ensure that smooth transition arrangements are made between infants and the junior school; within years at the junior school and to secondary schools
- Provide all staff with support and training to help promote positive behaviour throughout the school.

PRINCIPLES

Pupils are expected to behave well **at all times**.

- Each child is valued as an individual.
- Positive praise is our primary tool for behaviour management.
- Children are listened to and their opinion valued.
- When dealing with behavioural issues, it is important to separate the behaviour from the child.
- Children should be given warning about their behaviour and the consequences prior to a consequence being applied.
- Staff will ensure that children understand the reasons for the consequence.
- Children need a 'fresh start' once their behaviour has been dealt with.
- Confrontations should be avoided. Pupils should be given limited choices and offered a 'way out' to avoid escalation.
- The rights and dignity of each child must always be recognised and respected.
- All staff will model appropriate behaviour in all circumstances.
- Humiliation and sarcasm are inappropriate.
- Shouting usually only escalates a situation and should only be used if children are in danger.
- Behaviour is a shared responsibility and we work in partnership with parents. Staff will actively seek their support and keep them informed.
- Incidents of violence, verbally aggressive, bullying, racist and defiant behaviour are not tolerated and will be dealt with by all staff and reported to Senior Leaders.
- Children will be taught what good behaviour is and what it looks like through PDL lessons (Personal Development Learning); assemblies on the school values (especially respect) and the school's learning powers (especially co-operation); and class circle time discussions.
- Children will be taught that it is an offense under the Equality Act 2010 to disrespect those with protected characteristics.

SCHOOL RULES

The school has three rules:

- **Always show respect each other, school property and yourself**
- **Always follow adult instructions (*in order for you and others to stay safe and learn*)**
- **Always aim for better than your best so that you can better your personal best!**

Each class will agree on a classroom code of behaviour using the RRR (Rights, Respect and Responsibilities) framework based on the children's own contributions. This is a charter that the children will discuss and review through lessons every term or as needed. The charter is referred to during the school day, and displayed in the classroom.

In addition, the School Council will draw up and regularly review a charter for behaviour for playtimes and lunchtimes. This will be promoted during assemblies and displayed in prominent places around the school, including outside.

REWARDS

Recognising individual success at a whole school level:

Children receive a certificate (one child per class) during our weekly Celebration Assembly who have

- demonstrated the school values
- demonstrated the school's specific learning powers (first half of every term)
- demonstrated that they 'always go above and beyond' (second half of every term)
- responded to adults feedback to make improvements in their learning/or given useful feedback to others to enable them to make improvements (The Feedback Fox award)

This is in accordance with our mission statement linked to promoting Growth Mindsets.

In addition, children who are achieving outside of school with external agencies – e.g. sports, music, drama, scouting/guiding are also recognised in the Celebration Assembly.

There may be additional certificates related to specific events e.g. Holiday Reading Challenges, and playground initiatives e.g. the Golden Goal.

Those in receipt of the 'always, above and beyond' award will meet with the HT who will spend time with them and serve them either hot chocolate or ice cream.

Recognising success as individuals and teams:

We run a team point system throughout the school to celebrate individual effort and success and to build co-operation and collaboration amongst the children:

- Children are in teams (Anmore, Barn Green, Kidmore and Anthill) and earn points for their teams.
- House points are earned individually for demonstrating the learning powers of: Resilience, Reflection (to self-improve), Co-operation, Curiosity and Concentration and the values of Friendship, Understanding, Positivity, Respect, Inspiration, Determination and Excellence.
- Each week the house points for the week are totalled and celebrated at the weekly Celebration Assembly
- The team that wins the most times over the half term is rewarded with a non-uniform day

In addition, exceptional work and achievement is often shown to the Head Teacher/Senior Leaders.

Teachers will actively promote regular positive feedback to parents when their child has worked particularly hard, overcome a difficulty, reflected the school's mission statement well or shown a marked improvement in an area of their development. This will either be via telephone calls at the end of the school day or on the playground face to face.

Recognising success as a class:

Whole class rewards build towards a 'bonus break' each week, which is a maximum of 15 minutes. Classes collect up to 15 stars each representing a minute. Classes can decide how they spend their bonus break and whether they want to 'bank' the time to build towards a particular special class activity e.g. additional art or games sessions. This class activity would be agreed from a list of suitable activities e.g. additional ICT time, additional art time, class games, parachute games etc. (It is not class parties, watching a film - unless linked to a topic, or wearing non-uniform).

CONSEQUENCES: Supporting children to make the right choice

The majority of children at this school behave with consideration for others, however there will be occasions when children push the boundaries of acceptable behaviour and it is of paramount importance to deal immediately with the few that challenge these boundaries so that everyone is safe and able to continue their learning and also to bring about rapid improvements to their choices of behaviours.

For times when children choose not to behave as agreed there is a sanction system based on modelling good behaviours for children, giving choices and discussing their responsibility, consequences and impact of their actions. This system was developed involving all staff and children and is regularly reviewed by the Senior Leadership Team. The procedure follows a traffic light system.

In the classroom - Traffic light system:

- All children begin on green at the start of the day.
- A verbal warning is given for behaviour that are not in line with the agree classroom charter
- If behaviour continues, child's name is moved to orange. Consequence: child misses 5 minutes of the next breaktime, whether this is first breaktime or lunchtime.
- If behaviour continues, child's name is moved to red. Consequence: child misses all of breaktime or 15 minutes of lunchtime.
- Every day is a fresh start and all children begin on green. For those children who were on orange or red at the end of the previous afternoon, they carry out their sanctions at first break.
- For those children who are on red three times in one week: Consequence: the class teacher will phone home to inform their parents/carers.

These sanctions are managed by the class teacher.

- Children can also move from the green onto the stars which represent each school value/learning powers, where they are rewarded with house points.

In the playground:

For any breaches of the playtime and lunchtime charter then children will either be asked to sit out or cool down for a short while on a bench or the child receives a lunchtime detention, depending on the nature of the incident. Lunchtime detentions run from 12.30-1.10, and are led by SLT members on a rota basis.

Denmead Junior School operates a zero tolerance on deliberate, hard physical contact and abusive language. If a child is seen or heard by an adult* breaching these 'rules' then:

- At lunchtime: they will be sent in to detention to miss a whole lunchtime. The time will start when they arrive in detention.
- At playtime: they will sit out on a bench for the remainder of the playtime.
- These incidents are recorded on information sheets (detention book and MDS note and log books) and detentions are inputted onto the school's recording system (CPOMS)

- SLT will review the data every ½ term and feedback to the lead Mid-Day Supervisor, relevant class teachers and governors which may result in changes to the organisation and facilities at lunchtimes.

* There will be times when the adult will have to apply these sanctions to individuals based on reports from other children as no adult was present. In investigating the incident adults will be mindful of the events that led up to the undesired behaviour (the 'antecedent') e.g. 'winding up' behaviour of others. There will also be times when children not directly involved in an incident may be asked to 'cool down' either outside or inside as the number of children gathering around an incident needs to be dispersed. At all times the processes and procedures used will be based on Restorative Justice. This approach builds an awareness and understanding of the harm that has been caused by any perpetrator and the need to repair the harm by the perpetrator(s). Please see the appendix for further information.

Other consequences:

Other sanctions may apply to individual situations including the loss of school privileges e.g. taking part in school clubs, the withdrawal of positions of responsibility within the school e.g. House Captains, Librarians etc., and taking part in school trips. The Head Teacher only will make these decisions.

For children who are repeatedly finding following the school charters on behaviour difficult and who are often carrying out the same consequences, it is clear that these consequences are not bringing about the necessary improvements in their behaviour. The class teacher will therefore set up an individual behaviour management plan in consultation with Senior Leaders, the Inclusion Leader/SENDCO and the child's parents. The plan must include behaviour targets which are smart – i.e. specific, measurable, achievable, realistic and timely and must be set up so that other children are not encouraged to misbehave in order to be 'rewarded' with the 'attention' of an individual behaviour plan. If there is no improvement in behaviour following these interventions the advice of outside agencies (e.g. Behaviour Support) will be sought.

The school will support supply teachers and those members of staff who cover PPA (Preparation, Planning, and Assessment time) when children's normal class teachers are not teaching. This may mean that modifications are put in place to the traffic light system to support the pupils' rights to learn in a classroom free from disruptive behaviour. If this is deemed necessary by the Senior Leadership Team, then this modification will be clearly communicated to the children before being put in place. Such modification may include children that have reached red on the traffic lights to be sent to a different room to complete work in silence for the rest of the afternoon. This sanction then replaces the missing of breaktime the next day.

SERIOUS BEHAVIOUR INCIDENTS

At Denmead Junior School these include:

- Fighting
- Biting, kicking, hitting and spitting
- Abusive language and swearing
- Stealing
- Racist and other abusive (e.g. homophobic) comments or behaviour
- Defiance - disobedience to a reasonable instruction from an adult in school
- Damaging property
- Bullying
- Malicious allegation against members of staff

In the event of a serious behavioural incident, the Head Teacher, Deputy Head Teacher or a member of the Senior Leadership Team will be informed immediately to provide support and deal with the incident. Where possible the child involved will be removed from the situation. However if this is not possible the class teacher will vacate the area and take the class with them. In the case of allegations, the Head Teacher will conduct a thorough investigation, ensuring there is appropriate support in place for both the staff member and the pupil. If the allegation is malicious, restorative Justice will be used along with methods to repair the harm done to the relationship including appropriate sanctions for not telling the truth.

The school holds the 'general power to discipline' and this will include confiscating pupil's property as a punishment, so long as it is reasonable in the circumstances. It also allows the school to search without consent pupils' bags and property for "prohibited items" for example: stolen or illegal items, weapons, and any item banned by the school rules.

Mobile phones are not allowed in school, and should be handed into the office for safe keeping and collected at the end of the day following the procedure set out via a signed permission slip. The pupil must put the phone in their bag or pocket and not get it out on view until they have left the school premises.

PHYSICAL INTERVENTION

Physical intervention is only used to prevent a pupil from committing a crime, injuring themselves or others, seriously damaging property or behaving in a way which might seriously threaten good order and discipline at school. The actions that the school takes are in line with government guidelines on the use of physical force which can be found at <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

For vulnerable children whose behaviour may indicate complex or un-met needs, which may need to be managed in a school setting with physical intervention in order to keep everyone safe, a risk assessment will be completed by school staff with the Inclusion Leader and shared with parents.

EXCLUSION

Exclusion will occur in response to serious or persistent breaches of the school's behaviour policy and also where allowing the children to remain in school would seriously harm the education and welfare of the child or others in the school.

The school follows Government guidelines on exclusion:
<https://www.gov.uk/government/publications/school-exclusion>

'The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.'

Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.'

'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

- In cases of repeated serious misbehaviour a child may be excluded for a fixed term. (In most cases this route will only be taken after all other procedures and strategies have been followed).
- A child may also receive fixed term exclusion if the Head Teacher judges a single incident to be serious enough for the child to be immediately excluded without prior strategies being employed. Examples of this may include physical violence to a member of staff or pupil, drug use, inappropriate use of the internet, extensive vandalism to school property.
- Only the Head Teacher has the power to exclude a pupil from school. If they are not on site, the Senior Leadership team should consult with them prior to any decision. They may exclude a pupil for one or more fixed periods, for up to 45 days in any school year.
- Children at risk of permanent exclusion (i.e. those who have already received a number of fixed term exclusions) should have a Risk Assessment and Support Plan in place following involvement from the County's Behaviour Support Service and Exclusions Team.
- The Head Teacher may also exclude a pupil permanently.
- If the Head Teacher excludes a pupil, s/he must inform the parents immediately, provide reasons for the exclusion and information on how to appeal against the decision to the governing body in a formal letter. At the same time, the Head must inform Hampshire County Council.
- The school will work on a suitable plan for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.

OFF SITE AND OUT OF HOURS ACTIVITIES

The school's behaviour policy applies when children are taking part in day and residential visits, attending after school clubs and other out of hours activities organised by the school or when representing the school in off-site activities.

The school reserves the right to refuse permission for any child to participate in these activities if it is considered that their behaviour will disrupt the learning of others or jeopardise their own safety or the safety of others. If teachers are concerned about a child in this respect they are expected to discuss the situation with the Head Teacher who will make an informed decision and notify parents.

In addition it covers behaviour in the immediate environment of the school e.g. in the car park or on their way to/from school and when off-site behaviour could have repercussions for the orderly running of the school, or where behaviour poses a threat to another pupil or member of the public or could affect the reputation of the school. (e.g. use of portable or gaming devices to send unpleasant or threatening messages out of school hours to others.)

The school will work closely with parents and the community to promote positive behaviour in these environments and to work with parents on sanctions for negative behaviour.